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ABSTRACT

The first in a series of state publications providing suggestions to school districts for serving limited-English-proficient (LEP) students, the handbook on initial student assessment, student placement, and continuing monitoring contains recommendations for nine procedures and appropriate forms for carrying them out. The procedures are to: (1) assign a knowledgeable professional to be in charge of program implementation and monitoring for LEP students; (2) make a district guidebook available to school personnel; (3) make adequate preparation for parent/guardian orientation; (4) plan for initial assessment of the student; (5) determine placement criteria; (6) establish a method for informing parents or guardians about the student's progress; (7) plan for monitoring the student's progress; (8) establish a procedure for reclassification and mainstreaming; and (9) plan for monitoring the student in the mainstream. (MSE)

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ED288381

Suggested Procedures for Meeting Needs of Limited English Proficient Students

Initial Assessment and Placement

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Suggested Procedures for Meeting Needs of Limited English Proficient Students

Initial Assessment and Placement

Pennsylvania Department of Education

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FOREWORD

This document is the result of efforts by a special committee appointed by the Secretary of Education, Dr. Margaret A. Smith, to identify successful programs for limited English proficient students. Successful programs are those in which students learn to speak English fluently, achieve in basic skills, function successfully in the mainstream and graduate from high school.

As a first year project, the Committee to Review Programs for Limited English Proficient Students is addressing four major issues: initial assessment and placement, supportive services, curriculum and instruction, and teacher training. This handbook addresses the first issue. Others will follow. These handbooks, along with revised Pennsylvania Department of Education guidelines, should assist school districts in educating their limited English proficient (LEP) students.

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I. Assign a Knowledgeable Professional to Be in Charge of Program Implementation and Monitoring of Programs for LEP Students

This, of course, will differ from school district to school district depending upon the number of students in your district. Ideally that individual should have a keen interest in the students, should have a background in ESL/bilingual education and should speak the language of the majority of the students.

Responsibilities should include but not be limited to assisting the parent and student through orientation procedures, providing information to teachers, monitoring students' progress, and serving as a link with the Department of Education.

Some school districts have prepared a checklist of items related to admission of LEP students. Example follows.

READING SCHOOL DISTRICT

BILINGUAL PROGRAM

Date Tested_____

Bilingual Orientation and Testing Center Checklist

Name of Student_____ Birthdate_____

School_____ Grade_____

	Document/Activity	Completed
To School:	Emergency Card.....	_____
	Immunization Record.....	_____
	Family History Information Sheet.....	_____
	Language Proficiency Testing Report.....	_____
	_____.....	_____
	_____.....	_____
	_____.....	_____
To Bilingual Office:	Testing Completion Card.....	_____
	Language Proficiency Testing Report.....	_____
	Transportation Arranged.....	_____
	Medical Referrals to Caseworkers.....	_____
	_____.....	_____
	_____.....	_____
To Bilingual Teachers:	Student's Tests.....	_____
	Language Proficiency Testing Report.....	_____
	Family History Information Sheet.....	_____
To Guidance Counselor:	Language Proficiency Testing Report.....	_____
To Parents:	Bilingual Program Brochure.....	_____
	Bilingual Program Placement Letter.....	_____
	Lunch Information Application.....	_____
	Transportation Information.....	_____
	Dress and Discipline Code Booklet.....	_____
	School Information Sheet.....	_____
	Parenting Information.....	_____
	_____.....	_____
	_____.....	_____
To Previous School:	Request for Records.....	_____

Comments:

STUDENT IDENTIFICATION AND PLACEMENT

ENTRY

IDENTIFICATION

1. home language survey
2. parent interview/student background
3. previous schooling/academic records

↓

PARENT/STUDENT ORIENTATION

↓

ASSESSMENT →

1. language skills tests
   a) English
   b) native language
2. academic skills tests
   a) mathematics
   b) others

PLACEMENT OPTIONS →
(determined by criteria)

1. ESL/ESOL
2. bilingual education
3. mainstream with ESL/ESOL support
4. mainstream - no ESL/ESOL

EXIT

MONITORING/FOLLOW-UP

1. student progress in placement/grades
2. language development
3. testing
4. adaptation to new environment

↓

RECLASSIFICATION
(determined by criteria)

1. within bilingual/ESL/ESOL program
2. partial mainstreaming with monitoring
3. mainstreaming with no supportive services some monitoring

↓

TOTAL MAINSTREAM

1. no ESL/ESOL
2. student functions at same level as native English speaking peers

II. Make Available to School Personnel a District Guidebook

This guidebook should include procedures for enrolling LEP students, services available through the central administration of the school district, forms that the school district uses for placement and evaluation, names of individuals who can help, both within the school district and outside the district, and other such information.

Additionally, a school district could make available to school personnel a list of resources to assist both the teachers and the students.

III. Make Adequate Preparation for Parent/Guardian Orientation

Where possible the parent orientation and student assessment should be performed by an informed bilingual, bicultural person who may be a staff member or an informed community person working with the staff member. School districts encountering difficulties finding such individuals can contact their intermediate unit, the Pennsylvania Department of Education or community organizations.

Attempts should be made to secure all necessary information at the time of parents' initial visit to school. This includes general information about the student, his/her family, educational history, a language survey, and knowledge of specific health problems.

For the parent, you may have a booklet about the school, or perhaps a slide tape presentation. Parental and school district expectations for the student should be discussed at this time. The parent should tour the school and meet the teachers, if possible.

If your school district determines to prepare parent information in languages other than English, it is best to have both English and other languages presented.

HOUSTON INDEPENDENT SCHOOL DISTRICT
PARENT SURVEY OF HOME LANGUAGE GRADES K-8

Student's Name: _____ School: _____

Date: _____ Grade: _____

1. What language did your child learn first?

   English _____ Spanish _____ Other (Please specify) _____

2. WHAT LANGUAGE IS SPOKEN IN YOUR HOME MOST OF THE TIME?

   English _____ Spanish _____ Other (Please specify) _____

3. WHAT LANGUAGE DOES YOUR CHILD SPEAK MOST OF THE TIME?

   English _____ Spanish _____ Other (Please specify) _____

4. Does your child hear this language spoken (please check one)

   a. most of the time? _____

   b. some of the time? _____

   c. not very often? _____

5. When this language is spoken, does your child understand (please check one)

   a. most of what is said? _____

   b. some of what is said? _____

   c. very little of what is said? _____

   d. nothing of what is said? _____

6. Does your child frequently speak a language other than English with these groups:

   Friends? _____ Yes _____ No

   Brothers and Sisters? _____ Yes _____ No

   Parents/Grandparents? _____ Yes _____ No

   Other? _____ Please Specify: _____

Signature: _____
Parent/Guardian

BETHLEHEM AREA SCHOOL DISTRICT
L-CORE CENTER

STUDENT EDUCATIONAL BACKGROUND QUESTIONNAIRE

Student Last Name _____ First Name _____
Language(s) spoken in the Home _____

Previous Educational History

_____ Grade _____ Prog. _____
_____ Grade _____ Prog. _____
_____ Grade _____ Prog. _____
_____ Grade _____ Prog. _____

What type of instructional program did the student receive within the last year? :

_____ Regular classroom with no special support services
_____ Regular classroom with support services
_____ Bilingual Program - Native Language Instruction
Transitional-English Instruction
Spanish Support
_____ Special Education program - Specify type of program.
_____
_____

Has the student ever been referred for a psychological evaluation? _____
If so, explain: _____
_____

Has he/she received any type of support services in addition to his academic program? _____

What type of service?: _____
_____

List the subjects the student took during _____ grade level.

Subjects	Pass/Fail	Subjects	Pass/Fail
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Has the student ever repeated a grade? _____
Explain: _____

How would you describe his/her academic progress to date:
_____

Date _____

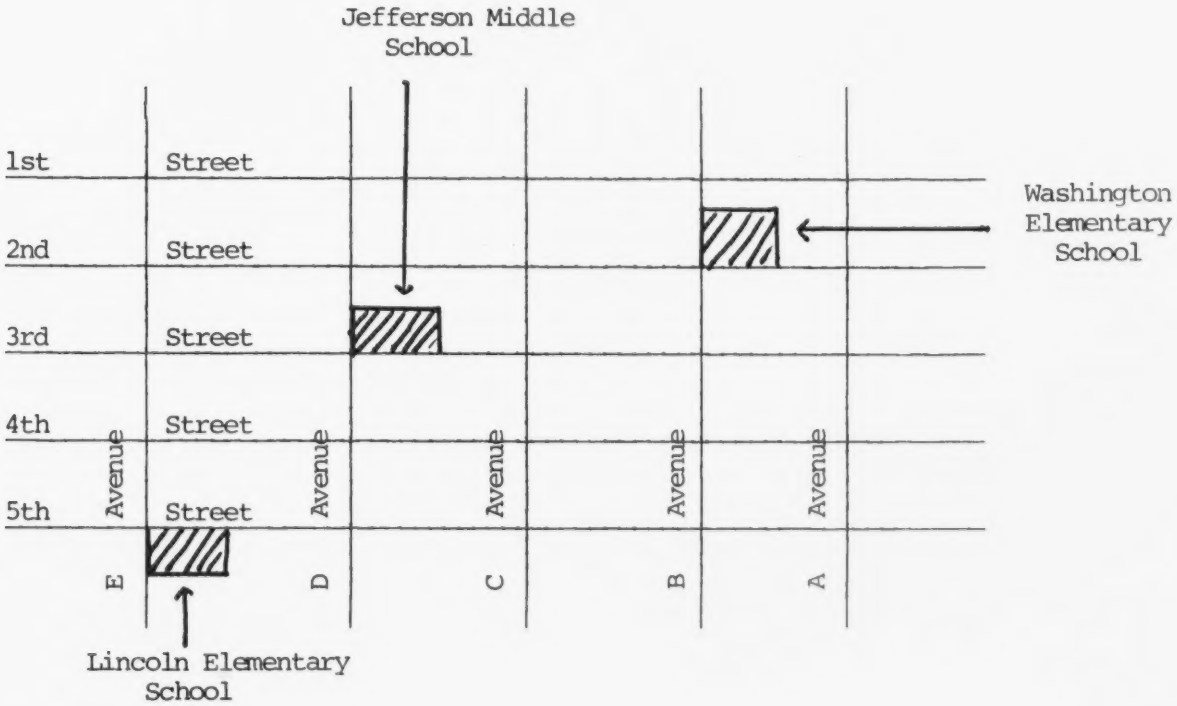
STUDENT PLACEMENT INFORMATION

Your child's school is _____
La escuela de su niño (niña) es _____

The principal is _____
El principal se llama _____

The teacher is _____
La maestra (el maestro) se llama _____

The classroom is number _____
El salón de clase es número _____



IV. Plan for Initial Assessment of Student

If possible the student testing should be administered by a trained knowledgeable bilingual, bicultural person. You may wish to use a test developed by your school district or you may wish to use a commercial test of your choosing. Below are examples of tests frequently used.

Oral Language Skills

Bilingual Syntax Measure I and II (BSM) - (S/E*)
Basic Inventory of Natural Language (BINL) - Any
Bahia Oral Language Test (BOLT) - (S/E*)
Language Assessment Scales - (LAS)
Spanish/English Performance Screening (S/ELPS)
New York City Language Assessment Battery 1982 - (LAB) (S/E*)
Tests for Auditory Comprehension (Carrow)
Student Oral Language Observation Matrix - (SOLOM)
School District of Philadelphia ESOL Screening Test

Reading

Close procedure tests locally developed (difficult to use with some languages.
Prueba de preparacion para lectura (S*)
System for Objectives Based Evaluation of Reading - (SOBER) (S*)

Achievement

California Achievement Tests (CAT)
Metropolitan Achievement Tests (MAT) (S/E*)
California Test of Basic Skills (CTBS) forms (S/E*)

Other

Maculaitis Assessment Program - ESL
Woodcock Language Proficiency Battery - Spanish Form
Cartoon Conservative Scales I & II
Kramer Pre School Math Inventory
Prueba Boehm de Conceptos Basicos - (S/E*)

*S = Spanish
*E = English

Also available for Indo-Chinese adults are BEST and MELT available from the U.S. Department of Human Services.

SCHOOL DISTRICT OF LANCASTER, PA
BPMIS CENTER - TITLE VII
REIGART SCHOOL 291-6265

STUDENT EVALUATION RESULTS

Name:_____ Birth date:_____

Address:_____ Age:_____

I. TEST DATA

Test Date	Name of Test	Score	Comments
	Developmental Screening Test Grade: Kindergarten English Spanish	Spatial Manipulative= /14 Visual-Motor-Perceptual = /14 Language = /14 Total Score = Developmental Age = mos.	
	Oral Language Interview (English) Grades: 1-12	/30 points	
	Writing Sample Grades: 4-12 English Spanish Vietnamese Other	Poor | Fair | Good | Excellent	
	CLOZE Test English Spanish Other		
	Woodcock Reading Mastery Test (A B)	Reading Grade Level = Percentile Rank =	
	Key Math	Total Raw = Grade Equivalent =	

	Survey of Basic Competencies (Information Processing Subtest) Grades: 4-12	Raw - Developmental Age- mos. Grade level- mos. Operational level- grades	
	WRAT - Reading Grades: 1-12 Level: I II	Raw - Grade Equivalent- Standard Score- Percentile-	
	WRAT - Mathematics Grades: 1-12 Level: I II	Raw - Grade Equivalent- Standard Score- Percentile-	
	Language Assessment Battery (LAB) Grades: K-12 Level / Grades I K-2 II 3-6 III 7-12	<table><tr><th></th><th>English</th><th>Spanish</th></tr><tr><td>Listening</td><td></td><td></td></tr><tr><td>Speaking</td><td></td><td></td></tr><tr><td>Reading</td><td></td><td></td></tr><tr><td>Writing</td><td></td><td></td></tr><tr><td>Total</td><td></td><td></td></tr><tr><td>Percentile</td><td></td><td></td></tr></table>	
	Additional Tests		

II. OBSERVATIONS OF BEHAVIOR

III. COMMENTS

IV. RECOMMENDATIONS

School: _____

Grade: _____

Program: _____

Examiner _____

V. Determine Criteria for Placement

School districts across the Commonwealth will vary considerably in the placement options available to their LEP students. Some may have tutoring only while others will have a wide range of ESL/ESOL and/or bilingual programs available.

Regardless of these options, certain criteria should be considered for all placements. Included should be the oral interview with the parent and the student, previous academic achievement, test results and observation by the classroom teacher and other professional staff.

You will want to discuss the reasons for the placement with the parent and, if appropriate, with the student. Some school districts ask that the parent sign a statement concerning the placement decision.

As a guide for your use, attached is a chart of various school districts' criteria for entrance and exit into ESL/ESOL and/or bilingual programs. The criteria for placement provided as examples are English language related. A pupil who is limited English proficient should not be placed in a special education program unless the procedures required by P.L. 94-142 are thoroughly followed.

Houston Independent School District

3830 RICHMOND AVENUE • HOUSTON, TEXAS 77027
AREA CODE (713) 623-5011

NOTIFICATION OF ENROLLMENT IN AN
ALTERNATIVE ENGLISH PROGRAM K-12

Dear Parent or Guardian:

The State of Texas provides alternative English programs for students who speak or hear a language other than English and who consequently may have difficulty with their school work. Alternative English classes have been developed to give such students help in effectively listening, speaking, reading and writing.

Based on a test of English Language Proficiency, _____
has been identified for and placed in an Alternative English Program. The school district requires that you sign this letter and return it within ten (10) school days, to your child's school to indicate that you have been informed of his/her participation in this program. If you would like more information about the program, or if you have a question about your child's placement in the program, please call me at _____.
(school no.)

or visit me at _____
(school name and visiting hours)

Sincerely,

_____
Principal's Signature

_____
Parent's Signature

_____
Date

BRIEF SUMMARY OF ENTRY AND EXIT CRITERIA OF SOME OUT OF STATE BILINGUAL EDUCATION PROGRAMS

1. California

A. **Major Minority Languages in Informally Estimated Order of Prevalence: Spanish, Vietnamese, Cantonese, Korean, Tagalog.**

B. **Method of Identifying Potential LEP Students: Home Language Survey**

ENTRY

Skills/Other Criteria Evaluated	Instruments Used	LEP, If
1. English oral/aural Proficiency	BSM - I (Gr. K-1) BSM - II (Gr. 3-12)	Below 6 Below 4
OR		
2. English Reading	CTBS	Below District Standard
OR		
3. English Writing	Writing Sample	Below District Standard

EXIT

Skills/Other Criteria Evaluated	Instruments Used	Mainstreamable, If
1. English oral/aural proficiency and student mastery of English language curriculum	Teacher observation Grades, continual progress, test scores	Abilities comparable to those of nonminority native English speakers of same grade level and age
AND		
2. English oral/aural proficiency	BSM - I (Gr. K-1) BSM - II (Gr. 3-12)	4 and above 6 and above
AND		
3. English writing	Teacher evaluated writing sample or a standardized writing test as noted in #5 below or standardized writing test score as indicated in #5 below	Writing sample score comparable to that of nonminority English proficient students of same grade level and age
AND		
4. Parental judgement	Parents examine performance history appropriate	Parental agreement that final decision is
AND		
5. English language arts, English reading, English math, English writing (optional if assessed in # above)	CTBS or a department approved standardized criterion referenced test	At 36th percentile or above in each subject OR From 31st to 35th percentiles with consent of language appraisal team and student is given supportive instruction as necessary OR Below 31st percentile but not lower than 3 percentage points below local district 50th

EXIT

Skills/Other Criteria Evaluated	Instruments Used	Mainstreamable, if
		percentile for nonminority students (if local norm is lower than 36th percentile of national norm) OR Score on standardized criteria referenced test "substantially equivalent" to average score of nonminority students speaking only English of same age & grade level, as approved by department

* EXERPTED FROM "GUIDELINES FOR THE ESTABLISHMENT AND IMPLEMENTATION OF ENTRY AND EXIT CRITERIA FOR BILINGUAL PROGRAMS, OHIO DEPARTMENT OF EDUCATION"

3. New York City

A. Major Minority Languages in Informally Estimated Order of Prevalences: Spanish, Chinese, Haitian-Creole/French, Russian, Greek.

B. Method of Identifying Potential LEP Students: Parent Interview or Home Language Survey

ENTRY

Skills/Other Criteria Evaluated	Instruments Used	LEP, if
(Students Whose Primary Language is Spanish)		
1. English listening, English reading, English writing, English speaking AND	LAB (English Version)	Below 21st percentile
2. Spanish listening, Spanish reading, Spanish writing, Spanish speaking	LAB (Spanish Version)	Spanish version percentile score is higher than English version percentile score.
(Students Whose Primary Language is Other Than Spanish or English)		
1. English listening, English reading, English writing, English speaking	LAB (English Version)	21st percentile or above

EXIT

(Students Whose Primary Language is Spanish)

Skills/Other Criteria Evaluated	Instruments Used	Mainstreamable, if
1. English listening, English reading, English writing, English speaking	LAB (English Version)	21st percentile or above
OR		
2. Spanish listening, Spanish reading, Spanish writing, Spanish speaking	LAB (Spanish Version)	English version percentile score is higher than Spanish version percentile score
Students Whose Primary Language is Other Than Spanish and English		
1. English listening English reading, English writing, English speaking	LAB (English Version)	Below 21st percentile

*EXERPTED FROM "GUIDELINES FOR THE ESTABLISHMENT AND IMPLEMENTATION OF ENTRY AND EXIT CRITERIA FOR BILINGUAL PROGRAMS, OHIO DEPARTMENT OF

4. Texas

A. Major Minority Languages in Informally Estimated Order of Prevalence: Spanish, Vietnamese, Laotian, Cambodian, Chinese.

B. Method of Identifying Potential LEP Students: Home Language Survey

ENTRY

Skills/Other Criteria Evaluated	Instruments Used	LEP, if
	(Grades K - 1)	
1. English oral-aural proficiency	LAS - I	Below 75
	(Grades 2 - 12)	
1. English oral-aural proficiency	LAS - I (Grades 2-5) LAS - II (Grades 6-12)	Below 75 Below 82
2. English reading English lanaguage arts	ITBS	Below 23rd percentile OR Between 23rd and 40th percentiles and language proficiency assessment committee denies NON-LEP status based on other factors such as: —recommendations of present/previous teachers —present/previous grades —parent recommendation —emotional/maturational data —criterion referenced test scores and skills continuum progress or informal evaluation measures —student interview

EXIT

Skills/Other Criteria Evaluated	Instruments Used	Mainstreamable, If
	(Grades K - 1)	
1. English oral-aural proficiency	LAS-I	75 or above
	(Grades 2 - 12)	
1. English oral-aural proficiency	LAS-I (Grades 2-5) LAS-II (Grades 6-12)	75 or above 82 or above
AND		
English reading, English language arts	ITBS	At or above 40th percentile in both English language arts and reading OR Between 23rd and 40th percentiles and language proficiency assessment committee gives consent based on other factors such as those listed under #2 for Entry.

*EXERPTED FROM "GUIDELINES FOR THE ESTABLISHMENT AND IMPLEMENTATION OF ENTRY AND EXIT CRITERIA FOR BILINGUAL PROGRAMS, OHIO DEPARTMENT OF EDUCATION"

VI. Establish Method for Informing Parents or Guardians of Students' Progress

School districts are using a variety of ways to inform parents of the progress of their children. These include bilingual report cards, bilingual progress reports identifying certain skills, parent conferences, home visits, telephone calls and letters. When necessary, a bilingual person should assist in contacts with the home. In some instances, you may wish to use the services of community agencies to improve communications with the home.

VII. Plan for Monitoring Students' Progress

Communication is extremely important in monitoring the students' progress. There must be a close working relationship between the classroom teacher and the ESL/ESOL and/or bilingual teachers as well as communications between home and school and among the various professionals who impact upon the students' growth. These should occur on a regularly scheduled basis.

Written communications are important. Some school districts have developed record forms which give clearly the assessment of each LEP student, indicating the program used and date of assessment. This is of value not only to the individual teacher, but to school districts to which a student may transfer. Sample forms attached.

SCHOOL DISTRICT OF LANCASTER
BILINGUAL/ESL PROGRAM
REIGART 291-6265

BILINGUAL PLACEMENT, MONITORING, AND INSTRUCTIONAL SUPPORT CENTER

PLACEMENT FEEDBACK FORM

This form should be completed and sent to the BPMIS Center at Reigart School approximately two weeks after the student named below enters your classroom.

Student's Name_____ Grade_____

Teacher's Name_____ School_____

Date of Entry_____ Form Due Date_____

Directions: Please circle the appropriate response.

1. I (have/have not) observed this student in the school environment.
2. The student (has/has not) experienced difficulty communicating in English [i.e., listening, speaking, reading, and writing].
3. I (am/am not) satisfied with the placement of the student.

Thank you for your cooperation in monitoring this student's placement.

READING SCHOOL DISTRICT
BILINGUAL PROGRAM

STUDENT ASSESSMENT RECORD

SCHOOL _____

TEACHER _____

DATE _____

STUDENT NAME	ENGLISH LAB TEST Score in %ile PRE TEST %	PRE TEST GRADE	POST TEST %	POST TEST GRADE	SPANISH LAB TEST Score in %ile PRE TEST %	PRE TEST GRADE	POST TEST %	POST TEST GRADE	ENGLISH DIAGNOSTIC DEPENDENT PRE TEST	ENGLISH DIAGNOSTIC DEPENDENT POST TEST	ENGLISH DIAGNOSTIC INTERMEDIATE PRE TEST	ENGLISH DIAGNOSTIC INTERMEDIATE POST TEST	MATHEMATICS GRADE LEVEL In st. dominant lang. SEPT.	MATHEMATICS GRADE LEVEL In st. dominant lang. JUNE	SOCIAL STUDIES GRADE LEVEL SEPT.	SOCIAL STUDIES GRADE LEVEL JUNE	SCIENCE GRADE LEVEL SEPT.	SCIENCE GRADE LEVEL JUNE	ENGLISH READING LEVEL SEPT.	ENGLISH READING LEVEL JUN
																			35	
34																				

DATE_____

TEACHER_____

SCHOOL_____

PROGRAM_____

SCHOOL DISTRICT OF LANCASTER
STUDENT EVALUATION

ABBREVIATIONS:
B-Beginner
D-Dependent
I-Intermediate
A-Advanced(H.S. only)

ORP-Oral Language Procedure
LAB-Language Assessment Battery
R.S.-Raw Score
P.R.-Percentile Rank
E. Age-Entry Age

P RATING DESCRIPTIONS:
P-0-No practical speaking proficiency
P-1-Elementary proficiency
P-2-Limited proficiency
P-3-Basic proficiency
P-4-Full proficiency
P-5-Native or bilingual proficiency

CONVERSION BANDS-CLOZE:
10 and below-Frustration
11-14-Instructional
15 and above-Independent

STUDENTS NAME	GR.	C. YR.	AGE M.	CLASS B. I. / D. A.	ORP-PRE P. RATING	ORP-POST P. RATING	CLOZE-PRE NUM. R. LEVEL	CLOZE-POST NUM. R. LEVEL	LAB/ENGLISH - LEVEL II GR 1-5 PRE SCORES: LIST.	READ.	WRIT.	SPK.	P.R	LAB/ENGLISH - LEVEL II GR 1-6 POST SCORES: LIST.	READ.	WRIT.	SPK.	P.R	LAB/SPANISH - LEVEL II GR 1-6 PRE SCORES: LIST.	READ.	WRIT.	SPK.	P.R	LAB/ SPANISH - LEVEL II GR 1-6 POST SCORES: LIST.	READ.	WRIT.	SPK.	P.R	CLASS B. I. / D. A.	TIME IN PROGRAM YR	MO

VIII. Establish Procedure for Reclassification and Mainstreaming

Whether a student is reclassified or mainstreamed, once again it is very important to communicate with all persons involved. In determining the next move in the students educational program, one should consider the students' social skills as well as academic skills.

The new placement should be guided by classroom observation and test scores. The entry/exit charts in the appendix could be helpful for this. Most important, it is very necessary for the student's new teacher to be fully informed of his/her previous record and any particular needs that should be addressed. You may wish to consider a trial period to determine if this is an appropriate placement.

SCHOOL DISTRICT OF LANCASTER
BILINGUAL/ESL PROGRAM
BPMIS CENTER - REIGART SCHOOL

REFERRAL FOR STUDENT RECLASSIFICATION/EXIT

I. INITIAL RECOMMENDATION

(Only Section I is to be completed by the person making the initial referral. Please forward referral to the BPMIS Center after completing Section I.)

A. Request Initiated by: Administrator_____ Teacher_____

Parent_____ Other (specify)_____

B. Date Initiated: ____/____/198__
Mo. Day Year

Student's Name_____ Grade_____

School_____ Teacher_____

Age_____ Birth Date_____ Primary Language_____

Type of Program: Bilingual_____ ESL_____ Regular_____ Other_____

Date of Entry into Present Program_____

Parent Name_____ Parent Address_____

II. PRELIMINARY OBSERVATION

A. Classroom Performance

	Satisfactory	Unsatisfactory	
Oral Language:	_____	_____	_____ Signature
Reading:	_____	_____	_____ Signature
Writing:	_____	_____	_____ Signature
Math:	_____	_____	_____ Signature
Other (specify):	_____	_____	_____ Signature

B. Trial Period in all English Instruction

Duration: From_____ To_____ _____ Signature

III. ACHIEVEMENT/ACADEMIC TEST DATA

	Instrument	Form or Level	Raw Score	%ile	Grade Equivalent	Date
Mathematics						
Reading						
Language Arts						
ESL	ESL Placement Test				Beginner Dependent Intermediate Advanced	
ESL	ORP			P-		
Reading	Cloze	I, II, III, IV, V, VI, VII, VII A	/25		Frustation Instructional Independent	

xxxx

V. INITIAL PARENT AND STUDENT CONFERENCE

Results of initial parent conference:

_____
Signature Date

Results of initial student conference:

_____
Signature Date

VI. RECLASSIFICATION PANEL'S RECOMMENDATION

Recommended for reclassification to English Proficient: ____ Yes ____ No

_____ _____
Administrator Present Teacher

_____ _____
Parent Guidance Counselor

_____ _____
Receiving Teacher Bilingual Testing Specialist

VII. PLACEMENT DECISION COMMENTS

Maintain in Bilingual/ESL Program _____
Mainstream with ESL _____
Mainstream without ESL _____

_____ _____
Other (specify)

VIII. FOLLOW-UP RECOMMENDATION, IF ANY

_____

_____

_____

IX. FOLLOW-UP PARENT AND STUDENT CONFERENCES

_____

_____

_____

X. EVALUATION OF STUDENT'S PROGRESS AFTER EXIT

(Reclassified Pupil Observation Scale will be forwarded to receiving teacher.)

1st Observation (1st month):_____,198____

2nd Observation (4th month):_____,198___

SCHOOL DISTRICT OF LANCASTER
BPMIS CENTER
NEIGART SCHOOL
500 E. STRAWBERRY STREET
291-6265

_____, 198 _

Dear _____,

Your child, _____, at _____ School is being referred for exit from the _____ Program. A meeting has been scheduled for _____ a.m./p.m. in _____ at _____ School on _____, 198 _.

The people participating at this meeting will be:

_____

_____

_____

_____

We would appreciate your attendance at this important meeting. A translator will be present.

If you have any questions, please let us know.

Sincerely,

Ramonita Gonzalez 291-6192

Trinh Thien 291-6192

Douglas E. Dockey 291-6265
Dept. Head, Bilingual/ESL

SCHOOL DISTRICT OF LANCASTER
BILINGUAL/E.S.L. DEPARTMENT
BPMIS CENTER - REIGART SCHOOL

Reclassification Contact with Parents/Guardians

Parent's Name _____ Child's Name _____

Address _____ Child's Grade _____

Telephone _____ Child's School _____

1. Was personal contact established with the parent?

   _____ Yes _____ No

2. How much time did you spend with the parent? _____

3. Did you enter comments in section V ("Parent Response") on the exit referral form?

   _____ Yes _____ No

4. Is the exit referral form on file in the BPMIS Center?

   _____ Yes _____ No

5. Did you complete and leave a Reclassification Notification form with the paren

   _____ Yes _____ No

6. Did the parent attend the reclassification meeting?

   _____ Yes _____ No

7. If not, was a follow-up contact made to inform the parent of the results of th reclassification meeting?

   _____ Yes _____ No

COMMENTS:

SCHOOL DISTRICT OF LANCASTER
BILINGUAL/ESL PROGRAM
BPMIS CENTER - NEIGART

RECLASSIFICATION MEETING QUESTIONS

Present Teacher(s):

-Has the student been increasing his use of English in your classroom?
-Has the student shown satisfactory socialization with classroom peers? with other children in the school? with adults?
-Could you briefly describe the student's reading skills? writing skills? math skills? study skills?
-Any problems with homework assignments? attendance? tardiness? discipline?

Counselor(s):

-Have you seen the student and informed him/her of the possible promotion?
-What were his/her reactions or concerns?
-Have you found any problems with this student during your counseling sessions which should be considered?
-Are there any scheduling problems which may arise from the student's reclassification?

Parent(s):

-Have you seen evidence that the child is using (reading, speaking, etc.) English at home? in the community?
-Has the child expressed any opinion about leaving the Bilingual/ESL classroom?
-Are you in agreement that this promotion is appropriate for your child?

Receiving Teacher(s):

-Would you care to inform the parents or student of your objectives and expectations for students in your classroom?
-Do you have any questions for the Bilingual/ESL teacher, counselor, or parents about the student?
-Do you have any suggestions for the parents to help them facilitate the student's transition to your classroom?
-Are you familiar with the two observations and actions contingent upon observations? (Explain POS)
-Are you aware that due to the summer vacation, some regression in English usage is common for LEP students? (End of year question only.)

Administrator(s):

-Are there any concerns regarding the student and or the promotion which you care to address?
-Any questions about receiving teacher? transportation? school transfer due to boundary lines?

NOTE: These are only suggested questions/topics. They do not have to be used during reclassification meetings if interaction between committee members is satisfactory.

IX. Plan for Monitoring the Student in the Mainstream

Periodic review during the first year of mainstreaming is very important. It may be necessary to mainstream certain subjects first, gradually moving into others. The review process should be in writing and should occur at established points in time. Conferences between the mainstream teacher and ESOL/ESL/bilingual teachers should continue throughout the first year, and longer if necessary.

If the student is having difficulty in some classes, a referral for assistance should be made to the appropriate staff.

Bilingual Placement, Monitoring, and Instructional Support Center (BPMIS)
Reigart School - 291-0265

RECLASSIFIED PUPIL OBSERVATION SCALE

Pupil's Name_____ School_____

Observer_____ Position_____ Grade_____

Due Date: 1st Month_____ 4th Month_____

Directions: The purpose of this scale is to monitor a reclassified Bilingual/ESL pupil's placement in an English-speaking classroom. Please fill in the appropriate blocks as you perceive the pupil's participation in the classroom environment. Blocks are divided with a diagonal line so that both the 1st and 4th month observations can be entered on the same form. Place ✓s in the appropriate 1st month or 4th month section. Please see the example below.

The form should be returned to the BPMIS Center at Reigart School after each due date listed above. The form will be returned to you after the 1st due date so you will be able to complete the 4th month observation and return it to the BPMIS Center. Thank you for your cooperation.

Scale Descriptor	None Observed 1	Poor 2	Fair 3	Good 4	Excellent 5
EXAMPLE: Pupil's movement in classroom is meaningful.			1st ✓ mo.	✓ 4th mo.	
1. Pupil uses learning centers and other instructional areas/materials.					
2. Pupil circulates in school environment.					
3. Pupil can follow directions.					
4. Pupil can work independently.					
5. Pupil seeks help from adults or peers.					
6. Pupil participates in group activities.					
7. Pupil is at ease with peers.					
8. Pupil has conversations in English with adults					
9. Pupil has conversations in English with peers.					
10. Pupil can respond to questions or comments.					
11. Pupil can participate in classroom discussions.					
12. Pupil appears at ease in his/her new class.					
13. Pupil shows satisfactory aural/oral skills in English.					
14. Pupil is at or near grade level in English reading skills.					
15. Pupil has adequate English skills for subject areas.					
16. Pupil is learning subject matter with peers.					
17. Pupil's basic skills development indicates progress.					
18. Pupil's classroom placement is appropriate.					

Please feel free to make additional comments on the back of this form.